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ABSTRACT

The document is designed to provide special education teachers with ideas and techniques for motivating reading at the elementary level. A student interest inventory is included, and motivation through reinforcement is explained. Techniques and suggestions for teachers include such items as making a slide show, making your own books, and using posters. (IM)

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Powerful little goodies!

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INFORMATION PACKET

MOTIVATE READING!!

FLRS/CROWN
DUVAL COUNTY
TITLE VI-B
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31 WARREN STREET
JACKSONVILLE, FLORIDA
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INFORMATION PACKET/MOTIVATING READING!!

INTRODUCTION

THIS INFORMATION PACKET IS DESIGNED TO PROVIDE TEACHERS WITH IDEAS AND TECHNIQUES FOR MOTIVATING READING AT THE ELEMENTARY LEVEL. IT BEGINS WITH AN INTEREST INVENTORY TO ASSESS AREAS WHICH MIGHT MOTIVATE INDIVIDUAL CHILDREN.

THE REMAINDER OF THE PACKET CONTAINS SPECIFIC SUGGESTIONS AND PROJECTS FOR THE SOMETIMES DIFFICULT JOB OF MOTIVATING RELUCTANT READERS.

WE REGRET, THAT DUE TO THE MEANS BY WHICH THESE IDEAS WERE COLLECTED, THE ORIGINAL AUTHORS ARE NOT ALWAYS CREDITED AS THIS INFORMATION WAS NOT AVAILABLE TO US.

FLRS/CROWN
JACKSONVILLE, FLORIDA

SUMMER, 1975

NAME _____ DATE _____

MY INTERESTS

1. I like to do these things in school: _____

_____

2. I think this is what I do best in school: _____

_____

3. This is what I liked best about my last class (or school): _____

_____

4. I like to do these things at home: _____

_____

5. I like these games best: _____

_____

6. I like stories about: _____

_____

7. My favorite person is: _____ Because: _____

_____

8. I have the most fun when I: _____

_____

9. Have you ever earned money? _____ How? _____

_____

10. From this class, whom would you invite to go home with you? _____

11. If you had the opportunity to work with somebody else in this class, whom would you choose? _____

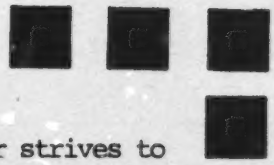
12. Write the name of a good friend in this class: _____

13. If you could have a wish, what would it be? _____

_____

MOTIVATION !

by charles r. greenwood



It is often the case that the special education teacher strives to find techniques that can be used to provide the spark of motivation that is often needed by the special class student. It is also the case that this effort is focused particularly in the area of instruction of stimulus imput.

Recently, the problem of motivation has come under the scrutiny of the behavioral or operant psychologist. From his laboratory has come the realization of the importance of *immediate consequences* produced by the environment following a student's response to academic materials. Provided with this point of view, the motivational question may be asked, "What environmental events are, or are not, occurring as an immediate and direct result of the child's response to the curriculum?"

The behavioral psychologist is stressing the point that in order for learning to occur, several variables must be considered by the teacher:

1. What is to be taught?
2. How is it to be taught (stimulus input)?
3. How are correct responses to the input to be reinforced?

A simple motivational technique which incorporates several reinforcement variables is in use in my class. It involves the construction on poster-sized paper of a long continuous "road way" divided into small sections or intervals. These are numbered from the first to the last interval.

The charts are built around various transportation themes: road race game, rocket trip, train ride, dinosaur ride, walk through the forest, etc. For each chart there is a train, car, rocket, dinosaur, etc., which is moved one space by the student upon completion of one unit of some predetermined academic response unit, i.e. pages of work, completed problems, number of words learned, correctly written letters, etc.

Conveniently placed on the chart at various intervals are assorted primary reinforcers (small candy bars, toys or trinkets) which the child can obtain after completion of the necessary number of academic units.

An additional reinforcing quality of the charts is the fact that the child moves his own marker (train, etc.) thereby plotting his own progress through the academic materials. Comparisons of progress between and among students often takes place spontaneously when the charts are in use, without the teacher prompting or pointing out the achievement being made by anyone. As can be imagined, a great deal of excitement is generated each time a child earns a reinforcer.

The charts do entail an initial investment by the teacher of time and expense, but the motivational impact on the children is well worth the effort. The charts are reusable so that class members can trade them upon completion of their own. They only have to be re-primed with reinforcing items.

Most of the students in the groups have been removed from public schools because of behavioral problems. The class is built around a token economy system, which is used to reinforce appropriate behaviors and to extinguish inappropriate conduct, which defined for each child.

charles r. greenwood teachers at the Behavior Modification Training Center, McKinley School, Salt Lake City, Utah.

MOTIVATION THROUGH TRADING STAMPS

RICHARD GRENDA is a teacher at Oxnard High School, Oxnard, California.
This item is reprinted from 5 x 8, published by IMC/USC, Los Angeles, California, 90007.

Due to his limited understanding of intrinsic values of education, the educable mentally retarded student must be provided with stimulation of an extrinsic nature. A promising way of motivating has been to reward them with trading stamps. Most of the students are already familiar with the concept of receiving a dividend by saving stamps and are anxious to take part in this routine.

One possible use of this technique could be a vocabulary enrichment program, selecting one of a number of available basic vocabularies or composing a list of words to fit the individual students.

1) Distribute empty trading stamp books in the class, show catalogs to the students and explain the procedure of exchanging the completed books for items of their choice from the catalogs.

2) Make clear that for each new word which the student masters from the vocabulary list, he will receive five trading stamps with two additional stamps if the word is retained over a two-week period.

3) Keep a copy of all vocabulary lists, checking off the mastered words with the individual students.

4) Evaluate each student's performance after two weeks as to the number of words retained, rewarding him accordingly. After a certain vocabulary level has been achieved, the students gain self-confidence, take pride in their progress, and the program can be discontinued.

Other positive side effects of this program are the introduction of the saving-, planning-, and some mathematical concepts, and the students' use of their assets to their best advantage. It is up to the teacher to make use of the trading stamps in many other ways.

WESTCONNETT ELEMENTARY SCHOOL #57
DECEMBER 3, 1969

WAYS TO HELP BOYS LEARN TO READ

1. Taken them out of the regular science and social studies book? Instead, let them use the library books on their level for reports on health, animals, rockets, Mexico, and many, many other subjects. They will improve their reading by getting in extra reading and will also gain information by themselves.

2. Let a committee of boys (all reading levels) select library books which appeal to boys. Set up a reading corner in the room - "Boys Only".

3. Begin a program in your room where each male over two years old is read to every day. Your boys could read to younger brothers - nursery rhymes and stories.

4. Give boys three times more reading instruction than girls. Break it up during the day. Innovate.

5. Have a planned reading program for each boy. Also let him react physically to stories he reads.

Dr. Stanchfield realized the need for high interest materials of instruction for boys so she conducted personal interviews in depth with over 200 boys in order to discover their areas of interest. It was found that the twelve most highly preferred categories in order of preference were out-doors life, explorations and expeditions, sports and games, science fiction, sea adventures, tales of fantasy, historical fiction, humore, everyday life adventures of boys, outer space, mystery and detective stories, and war stories. The least-liked categories inclused stories about music or art, plays, family and home life and poetry.

Of a total of twenty literary characteristics of reading interests, the seven best-liked were unusual experiences, excitement, suspense, liveliness and action, surprise or unexpectedness, fantastic or weird elements, and funny incidents. The boys showed a pattern of least interest and liking for four characteristics or literary qualities: sadness, family love and closeness, cruelty and brutality, and familiar experiences.

MAKE A SLIDE SHOW

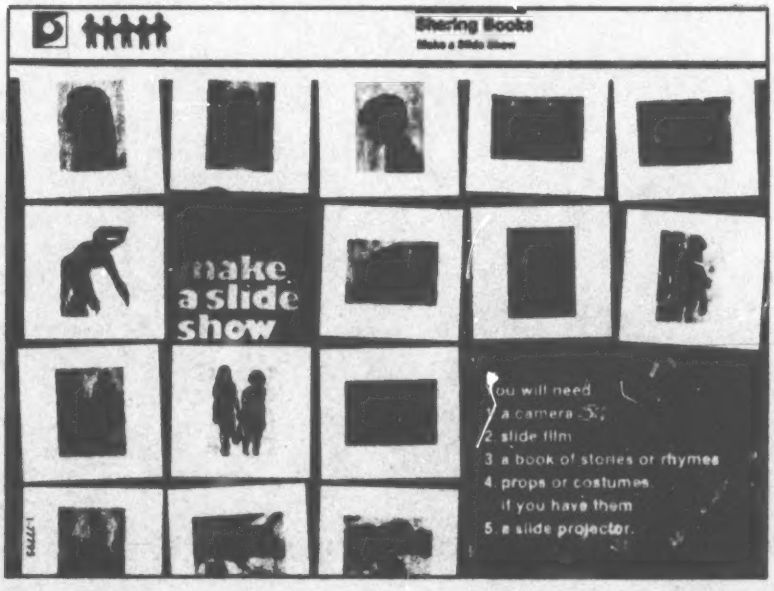
What To Do:

1. Choose a simple story or rhyme you like. Make a list of important parts of the story.

2. Act out the first part. Stand still in positions to show what is happening. Use props if you have them. Take a picture of this part.

3. Act out each part. Hold still. Take a picture of each part. When you finish, get your slides developed.

4. Tape the story to go with your slides. Ring a bell on the tape to show when to change the slide. Show your slides and play your tape for some friends.



BOOKS THEY CAN BRAG ABOUT

by bertha salle

What better way is there for youngsters to learn what makes a good book than by having them create their own? And they *can* "make their own" - write the text, create the illustrations and handle all production of the books.

In the process they get a myriad of language arts, reading and art experiences, to say nothing of the valuable lessons in problem solving, critical thinking, working together and respecting other's opinions.

Through the project my sixth graders have created a library of primary level books - books interesting enough to help younger children with their reading and sturdy enough to last a long time.

I begin the project in mid-year after my youngsters have plenty of experience with the analysis of plot, characters and other elements of short stories and novels. The project which also includes the production of read-along tapes - lasts about four weeks.

A few days before the children are to start creating their own books, I fill the room with dozens of juvenile books - borrowed from the school and public libraries along with old favorites the children bring in from home. I also make available tapes or records of books and some read-along sets (that is, tape/book sets.)

For three days (40 minutes each day) the youngsters read the books, listen to some tapes and then use the read-along series, following in the books as they listen to the tapes.

On the fourth day we discuss why some books are better than others, why some tapes are more effective than others. If the students don't bring up the subjects themselves, I make sure they discuss more than just the actual story and the attractiveness of the illustrations. I want them to be aware of *why* a story succeeds, *why* the illustrations are effective, how the two elements - story and illustrations - enhance each other. The point here is that you want the youngsters to realize that there are a lot of factors to consider in creating a book - it's a lot more than just writing an interesting story and drawing pretty pictures.

Sample open-ended questions you can ask include: "Did anyone notice how many words or sentences were on each page of the books you read? A lot or few? Does anyone know why?" "Did the illustrations help tell the story or were they there to make the pages look pretty?" "Which do you think are more important, the words or pictures? Why?"

Next I suggest to the children that since they will be moving on to another school next year, it might be nice if they would donate something to this school - something they have created - before they leave. Then I introduce the idea of making book-tape sets. Since most of our sixth-graders work with younger children in a school tutorial program, they already have experienced the rewards of this kind of helping project. And thus, they are enthusiastic and eager to begin.

Forming Teams ✶

The book-making project begins as the class is divided into teams with three to five youngsters in each. A leader is elected for each group by its members. His or her job is to resolve differences that crop up. There will be many "meaningful" disputes over such complex things as plot development, how an illustration will be drawn, what to illustrate, who will handle each job, etc.

I try to sit in and listen to the teams as they work together each day. But I never interfer with constructive arguments or disagreements. I often hear reactions such as, "I think it would be better if we did this" or "how about this." Throughout the project the youngsters learn to appreciate and respect the opinions of others.

Soon the pupil teams begin to resemble small publishing companies. Some things are committee decisions, and at the same time each team member works to specialize in areas that interest him - sound effects, printing, drawing illustrations, dry-mounting, laminating, dramatic narration of the story, operating the tape recorder, coloring and cover-making.

Everyone on the team works together to come up with a story and make a rough draft of the story. It's a brainstorming session where (hopefully) a consensus will evolve. (If you sense a team is having a real problem agreeing on a basic story line, you may find yourself helping to mediate.)

Any subject is fair game.

One of my groups was intrigued with developing the atmosphere of a haunted house story, mood and sound. Another group, having been student tutors for younger children, wanted to teach colors to children and decided to do this through the help of a character familiar to all the kids from TV, Mr. Magoo. One group of boys wrote a book about a boy who wanted to become a knight. The idea came from a unit we had just completed on the Middle Ages. Whatever the central theme, once that's set it shouldn't take teams long to discuss and approve their main plot.

3

When the rough draft is complete, the youngsters in a group work together to edit their own story by analyzing ways of writing interesting sentences; watching for spelling, punctuation and capitalization errors and giving opinions on illustrations.

Usually the team decides on one illustrator for their book and he makes rought drafts of the pictures and the whole team talks together to suggest ideas about what to add or take out. Sometimes children within a team suggest ideas for certain illustrations as they all discuss the plot. My youngsters seem to favor colored pencils as the best media for getting the detail they like in their illustrations. They use construction paper for pages.

Job Assignments ✶

If more than one person wants the same job, one way to handle it is to seek help from an impartial person (maybe a library aide) by bringing along samples of work for him to judge. For example, I had two boys within the same team who wanted to narrate the novel on tape. It was hard for the group to decide which voice sounded best. Therefore each child recorded a page of the book and the library aide listened to both voices and chose the one she thought sounded best. Usually more than one person can work on the numerous available jobs except that continuity is important for the printing, narration and a large part of the artwork.

Sound Effects ✶

By presenting music and sound effects along with the story, the children have fascinating expereinces experimenting with different kinds of sounds. My children gather all sorts of objects and materials - such as aluminum dishes, tin cans, marbles, balloons, etc. They produced sounds resembling those that fit in with what was happening in their books. For example; marbles in a tin pan were used for a crashing sound, crinkling aluminum foil or crushing potato chips in a bag gives the sound of a crackling fireplace, or the clatter of two hollowed-out coconut shells produce the galloping effect of horses.

Where appropriate the children record music for their books. Some do research at the library checking out records suited to the theme of their book. Some enlist the aid of the music teacher for help in selecting the right music. I also encourage those who can play musical instruments to play short medleys of songs or even compose their own music. One of my students who had been playing the clarinet for six months played the "Wedding March" from *Lohengrin* for the wedding of two turtles in her group's story.

It's publish and cherish in this class where original stories become library treasures

4

The Finished Books ✱

Since the finished books are to be part of the school library, they have to be durable. We have a dry-mount press and all my children learn to use it. They learn how to dry mount two pages together and how to laminate. Lamination is used to protect the pages from tearing and to preserve the color. If a dry-mounting press is not available, use clear adhesive-backed paper.

The book covers are made from cardboard - shirtboards or gift boxes are good. We cover the cardboard with patterned adhesive-backed paper. There are so many different designs that often teams are able to find one that relates to the theme of their book. I can think of one group writing a book about jungle animals that found paper with wild animals on it to make a colorful and effective cover.

We have special help in binding from one of the high schools. With the assistance of their print shop, we get our books bound with a plastic spiral binder. But there are many ways to bind books - staples, stitching, metal fasteners, for example.

Besides all the learning, great satisifaction and pride come from producing these professional-looking books. And the project is fun!

Besides using the books for the primary grades, fourth-graders in our school use them for finding the plots, themes, settings and characters in stories. We wind up with a book fair where the children introduce the books to children of other grade levels and donate their books to our school library.

Ms. Sallee teaches in Elgin, Ill.

by children, for children

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Meet Albert Thorten. He's the mouse hero of one of the child-created books described in this article. Working together in small groups, the children write, illustrate, bind and tape-record books they can be proud of and that help younger kids learn to read. Just to give you an idea of what they can come up with, here is the text of the book about Albert:

MYON MOUSE

Albert Thorten loved cheese, he also loved to look at the moon with his telescope. He wanted to go to the moon.

Suddenly he had an idea! He would go to the moon in a spaceship. He had heard it was made of cheese and he hoped it was.

The next day he started to build his spaceship. He got tin cans from his friend Seymor, the garbage mouse. It began to take shape. It was almost halfway finished. Finally it was all done. He was ready to go to the moon.

The next day he took off to the moon. He took ten pounds of pumpkins (his favorite kinds). He also had gas and his spacesuit. The next day he landed on the moon. He found out that it was made of cheese. He found out that it was very good. He decided to have another piece....and another....and another. After a while he had eaten all of it, except where his ship was resting. He was beginning to get real fat, but he didn't care. He just kept right on getting fatter.

Then he decided to go back home. After many hours of squeezing and pushing, he finally made it. Finally he took off back to earth.

Even in space he just kept right on eating the cheese and getting fatter. When he was close to earth, he could see the clouds and the people. After the very fun trip to the moon, he landed. Now there was not much moon left because he had eaten a lot of it.

Then one day all the cheese went to his muscles. He became very strong. That my friends....is how we got my hero and yours, Mighty Mouse! *joe doyle, randy ullestad, jim caseber, paul vege*

POSTERS FOR MOTIVATION

BUNNY OLDS is a teacher of Educationally Handicapped Children at the Sophia T. Salvin School in Los Angeles, California and Ray Turrentt is a teacher aide.

In teaching ten to twelve year old educationally handicapped boys with a history of school failure to acquire a sight vocabulary, motivation is usually a major problem. Finding interesting and appropriate material is equally difficult. One technique which is helping in solving both problems is to use "mod" or "pop" posters to teach sight vocabulary and language development.

MATERIALS:

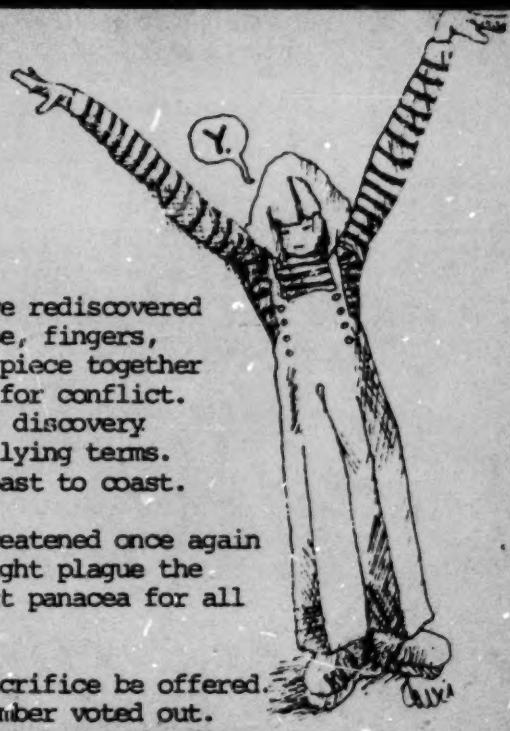
The posters, either pictures of movie stars or colorful pictures of flowers or animals, are approximately two feet by three feet in size. They can be purchased in book stores, record, or novelty shops and in some department stores for approximately $2.50 each. Yarn, oak tag word cards, thumb tacks, and a bulletin board are the only other materials needed.

HOW TO USE POSTERS:

The initial step is to identify the various parts of the poster subject and to write the words identifying each part on the oak tag cards. This could be done with individuals or with groups. Each word card is then linked to its respective poster "part" by means of the yarn and thumbtacks.

One enjoyable game is to label the parts of the poster subject incorrectly, and then let the students correct the labels by changing the position of the yarn.

Since the posters come in such a wide variety of subjects, they can be used to teach almost anything, e.g., colors, parts of the body, different flavors, identification of famous people, and even as idea starters for writing compositions. Such a display in a classroom sustains interest while accomplishing a two-fold purpose-teaching sight vocabulary and familiarizing students with aspects of contemporary life.



EAT YOUR WORDS

by mary lizette charlton

Probing under mounds of chalkdust, educators have rediscovered the prehistoric learning tools: eyes, ears, nose, fingers, and mouth. While these "archaeologists" try to piece together mind and the five senses, parent groups line up for conflict. Such phrases as body language, encounter groups, discovery learning, and nonverbal communication become rallying terms. Endocrine glads release their secretions from coast to coast.

For the con- group, the suburban homeland is threatened once again Fantasy orgies under the schools' flourescent light plague the citizens' dreams. For the pro- group, an instant panacea for all educational ills is envisioned.

In some communities, extremists demand that a sacrifice be offered. A nontenured teacher may be fired, or a board member voted out. Then, the tax payers settle for a compromise which keeps the five senses safe, if they are discreetly hidden under large-print subjects such as social studies, health, and reading.

Body awareness is pertinent under the subject of health. Having discussed skeletal and muscular structure of the human body, I asked my class to close their eyes and think their way from the tops of their heads to their toenails. The emphasis was, of course, on the unique experience of knowing one's self.

After a few minutes of quiet contemplation, the children are interrupted by the principal.
"Ah, a quiet rest period!" says the principal, pleasantly surprised at the peace in this usually bustling classroom. "An excellent technique, Ms. Charlton! It quiets them down!"

All eyes pop open. Cheryl plumply irresponsible, announces, "We're thinking our way down our bodies. I'd just got to my belly button when you came in."

The principal retreats hastily, communicating disquiet with a nonverbal glance of alarm in my direction. It isn't that the principal really sees evil in this innocence. It's just those "confounded" parents out there eagerly awaiting the chance to form a new committee.

When the children cannot learn to read by the normal visual and auditory methods, you can help them feel their way to reading.

As far as I know, the kinesthetic approach has not as yet resulted in any pressure groups being formed. But you never know!

Some of the techniques employed are the writing of letters in sand; tracing over a sandpaper alphabet with fingers; or modeling of words in plasticine.

Such techniques are hardly new. In classical times, the Romans made use of motivation in opposition to the rigid discipline and recitation of the past.

Movable wooden letters were used in their primary schools, as were other learning devices. A delectable method was practiced. Cake dough was molded into letter form. The children had the great fun of naming the letters and then popping them into their little Latin gullets.

Taking a cue from the ancients, I tried this with my class, using the vowels only. The children shaped the letters and then baked them. Edible education, I discovered, has merit. Children with phonic problems were glibly sounding their short and long "a" before devouring the letter cookie.

Incidentlly, these "new" Roman practices in teaching aroused the traditionalists to speak out in consternation. It seems there always has been a great suspicion of the love of learning.

One of the modern exercises in sensing and learning letter shapes is to have children use their shoulders and head to "write" with. While the teacher or a child writes a word on the board, the other boys and girls follow the movement with the upper part of their bodies.

The entire anatomy can be used. I ask the children to turn themselves into a "c" or a "k" etc. With many grunts, verbal comments, and giggles children twist their bodies into a semblance of letter shapes.

There is success in this body movement and kniesthetic approach for many boys and girls and there is a natural follow-up. Spontaneously, The work areas of a classroom become alphabet and word oriented. Available craft supplies, such as pipe cleaners, seeds, macaroni, and yarn, become the materials used for letter formation. Children creat their own ways of learning.

The ultimate in natural learning expression took place in our boy's bathroom. Hearing shrieks and loud voices coming through the door, I rushed in, prepared to mediate a territorial battle over a toilet bowl. Instead, I discovered three little boys clustered purposefully around a urinal. I entered on the punch line. "That X was easy! Now let's try an A!"

XX

READ

Jack C. is not the brightest, best or ablest reader in my class. When it was time for parent conferences, I discussed Jack's work with his mother. Her reaction to his reading was obvious bewilderment. "I don't know what you're doing, but this year Jack brings books home on his own. Why he actually likes reading now."

Although her tone of voice put me on the defensive, I was flattered by her remark. Jacks, and Jills for that matter, are enjoying reading more because we've recognized and capitalized on the ingredients that make reading more enjoyable. It's a total program, and one not easily itemized. But of all the activities available there are three which probably have had most to do with Jack's change of attitude.

● We constantly talk about language. We take time to discuss words, pictures, phrases, and ways to express feelings.

During the spare moments of each day, I encourage class members to relate their latest reading adventures. Spotlighting an individual's reading choice gains a lot of mileage in helping children to enjoy reading.

I read to the class about fifteen minutes every day at approximately the same time. An inviolate storytime emphasizes the importance of reading. Explanations became unnecessary.

● And I read aloud from diverse high-interest materials. Children listen to everything from newspaper clippings, advertisements, letters, and article excerpts to plays, poetry, and science features. To stimulate and reinforce visual images, I present a filmstrip or movie of a picture book each week. Copies of the film-based book are available after viewing.

● Our library system is the third ingredient. It wasn't planned, it just evolved. The main principles can be applied to any classroom, with the needed variations for particular circumstances. Success of such libraries depends largely on student participation, supply and demand, and a constant change of titles.

Although we have no central library in our K-6 school, each room has its collection of books -- perhaps 200 volumes summer-stored in thick cardboard cartons.

At first, the children were discourage with the disorderly display of books. No more than half a dozen circulated each week. Then along came Children's Book Week. With the help of my two room mothers, every child visited his town library in an after-school group of five or six. Children were encouraged to obtain library cards.

I took out a dozen books on a teacher loan and appointed two student librarians to care for our special collection. Because there weren't quite enough books for all, we had to start a list. And being on a list soon became important. The children became so involved in their reading they asked if they could make reports. Now we have weekly written reports as well as dramatizations, oral discussions, and pictorial presentations.

Increased vocabulary and comprehension skills attest to the fact students are reading the books they take home. Everyone is getting in the habit of handling books, and in general, making books a part of their lives. I'm not at all taken aback that Jack likes to read this year. I'd be surprised if he didn't.

MISS KIRBY wrote this article while teaching second grade in Cook County District 87, Sunnyside 1 in Berkeley, Ill.

THE DINOSAUR GOES TO THE DENTIST

by

Mayzette Stover

WHY not flavor reading skills with some of "Sesame Street's" and "Electric Company's" joy.

Both programs incorporate humor, song, and creative repetition of required skills. You can do this and much more. Your children's involvement will make your efforts far more effective than any TV programs, because youngsters will be creating their own "Funny Phonics." Each boy and girl can be scriptwriter, actor, poet, artist, actively describing the vagaries of vowels, the direction of the d, b, and p; the actions of the silent, sinister k when it meets an n, and so on.

How can you develop this kind of creative classroom atmosphere? Tune in on your children. What are they thinking about as they wiggle, poke, and daydream? A quick survey might indicate that their happier thoughts are of spiders and witches; monsters and Martians; bubble gum, baseball, and birthday parties.

You might as well give in. Board the rocket to Mars. Climb on the witch's broom! Join the birthday party!

Start simply. Use characters like Big Bird, or develop your own creatures. That's what my second graders did. George the Goat helped to develop the double vowel rule. Children rhymed oat, coat, float, and boat with their new friend. Pictures of George appeared on the bulletin board with amusing poems. One dramatic presentation of George centered around having the children write the word goat carefully on a piece of paper. This presented another opportunity to think about physical structure, meaning, and letter composition of the word. One picture showed only the head of the goat whose eyes were an o and an a. He sported a black right eye to indicate the silent a. This was very good thinking from a creative child.

Make use of a monster to focus attention immediately.

READING MOTIVATION

books

books

by judith grover jacobson

The desire of most teachers to share ideas, methods, and concepts is as compelling as children's desire to share experiences with their teacher and each other. This article shares an exciting approach to reading which I call *Teach a Book.*

As every teacher knows, there inevitably comes a time during the year when spirits sink and both teacher and children seem out of sorts with their world. The teacher, as a perceptive adult, recognizes these symptoms as representing a normal, natural slump; nothing to be alarmed about, but certainly a condition to be altered. In my experience, this slump can generally be anticipated in the spring.

The *Teach a Book* program is an attempt to combat the spring slump. It is an approach that can be utilized by the teacher employing any method of reading instruction in her classroom. The approach does not require the expenditure of vast, unrealistic sums on any boxed gimmick. It requires paper and books; and books are what reading is all about; books and ideas.

My thirty-three first graders ranged from picture-book-level reading to second-grade-level reading. Managing reading groups for this range seemed equal to manipulating the multitudinous activities of ITT. What to do? I must confess that for a brief moment in the recesses of my heart and mind I wished to free myslef of this responsibility. Simultaneously, I realized that that was just what I could do. I could transfer this awesome responsibility, part of it, at least, to where it truly belonged; to the children. I had taught them phonics, sight words, use of context clues, and picture interpretation. Now let them teach. I announced to the children that each of them would be responsible for knowing a book "cold", any book of their choice. Each would then be responsible for "teaching" the book to at least two other children. Angela knew *Captain Murphy's Tugboats*; and immediately volunteered to be a teacher. While other children were poring over the library books, I put the title of her book on a large piece of pink paper with her name under it, identifying her as the teacher of this book. This paper was stapled to the bulletin board. As other children were screened for the teaching books, the same procedure was followed. Meanwhile, Angela had her first student, Maria. The next day she proudly presented Maria to me for screening on *Captain Murphy's Tugboats*. I set an arbitrary mastery standard of no more than three errors in any book for mastery. Maria passed her screening, and was given an orange card with her name on it. This card was affixed to the wall in a space below Angela's pink card to signify that Angela had successfully taught Maria her book; or conversely, that Maria had successfully read Angela's book. Both children were proud, successful, and *reading*.

BOOKS

A representative morning might begin with the challenge, "John is teaching *The Little Fish That Got Away.*[2] Who wants to learn it?" There were always takers. However, children did not always make appropriate choices. A "teacher" would come to me with his student, who would volunteer, "This book is to hard for me." I would ask what they thought they should do. Responses varied; sometimes a child would abandon the book and find another teacher, but not always. One might say, "I can read the first part, but the book is too long and the end is too hard." In such a case, I might give the child an orange card as a learner of *The Fire Cat*[3] "for pages 1-20". It was not uncommon for a child to want to read a difficult book which he knew would not pass the mastery screening. In these instances, the child seemed to want to persevere in that book just because he loved the book. Every class has a Billy or a Sylverster who has not responded to printed materials in a book. These boys were easily absorbed into this program. They read picture books and had teachers for single-line *Just Beginning To Read Books*[4]. The boys were an integral part of the reading program; they were not failures.

Within a few weeks the wall was covered with the names of books, their teachers, and their learners. It looked somewhat like the drawing on the following page. Another teacher may well ask if there were "too many Chiefs and not enough Indians" in this program. I can only say that it did not develop that way. Some "teachers" kept their own book in their desk for weeks because they wanted to learn other books.

What about the very capable reader? Did he read many books that were too easy and unchallenging, in order to have the most orange cards on the wall? This could happen, but it didn't. No priority was set in have a great number of cards posted. Rather, the number of cards under any one title suggested that that book was one that many children could read, and wanted to read, and maybe you might like it.

One value of the sweep of cards on the wall for me was that I could quickly identify any child who wasn't reading, and challenge him directly with "What book would you like to work on today?" One boy, for example, was an adequate reader but had not learned yet to love books. I let him spend many, many days looking at science and natural books. He was not compelled to read; the compulsion began to come when he found science books that fascinated him.

When the classroom teacher and the children are excited about what they are doing, the word gets around to other children in other classes. The third-grade teacher had children reading at preprimer and primer levels, who she felt would benefit and be encouraged in their struggles if they could be "teachers".

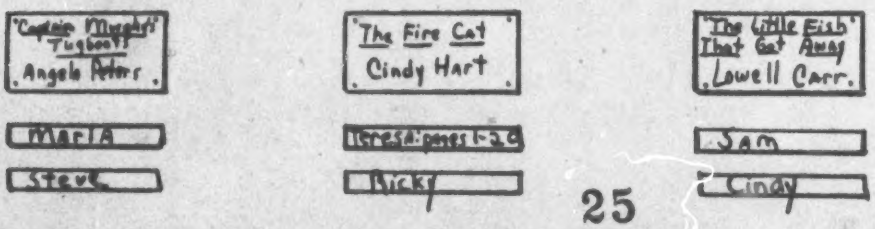
READ

They came and were welcomed. But the participation of the third-grade children precipitated two new problems that had to be resolved. The first was utilization of space. Children had been allowed to occupy any area of the room in twos or threes. They sat at desks, tables, and on the floor. The classroom opened into a cement walkway and beyond the walkway was the playground. Since it was spring and the weather was good, I saw no reason why we couldn't edpand the classroom environment to include the alkway and grassy area beyond. The most responsible children were allowed to go out first to establish behavior models. The door was kept open so that I could see the outside area where the children were working. Occasionally, it was necessary to call in a child who gravitated to the swings or bars, but this was not a serious problem.

The second difficulty that arose from the participation of the third graders was ny inability to screen children on their books quickly enough. Before recess, children were called in and returned to their own desks. I would ask them who needed an appointment with me for the following day, and a chalkboard appointment schedule was made. The list was always too long, and I appealed to the third- and sixth-grade teachers for pupils to act as screeners with me. We established a screening center in the room. I found that the older pupils were patient and kind with the children, but were much more demanding than I and were rigid about errors. We helped resolve this by deciding that children could practice a particular page that was troublesome rather than rejecting their total effort. As the screeners became comfortable in their role, they "unbent" and would wait for recognition through context clues. When the screeners became familiar with the book, they became adept at asking recall and inference questions about the story. For lengthy books, we would listen to key parts of the book to assess vocabulary mastery; then question the child to check comprehension of the main idea and events.

On the last day of school I got out each child's permanent record file and asked each child to tell me the books he had read. In my most crabbed handwriting I recorded these next to each child's picture on the front of the folder to give the next teacher some important information about each child. A record of what the child has read with proficiency tells a teacher who knows children's books how the child was performing in the spring. She can re-intorduce these same books in September to children who need the security of old favorites to establish an atmosphere of success and welcome, and as a spring-board for expanding reading and proficiency.

Try it! You'll like it! The child will like it, the principal will like it, and the parents will like it! The proof came on our last day of school. Many children did not want school to end. Richie pleaded agonizingly, "But, teacher, I havent read *Captain Murphy's Tugboats* yet!"



KIDS 'CATCH' READING

by ashley bishop

When they are surrounded by readers and given time in school to enjoy books

You catch the measles from someone else. The same is true of reading. You can "catch" reading by being around readers. Often, students who come from homes where they are exposed to little or no reading have low readiness skills and are put in reading groups with children of similar backgrounds.

Then the "Blackbirds," "Sparrows" or "Butch's group" are inflexible ability groupings, children are isolated and actually quarantined from catching reading excitement. Reading begins to be seen as difficult, boring and unattractive, seeming to serve no useful function.

Even if children do begin to get interested in reading, they can't gain confidence and maintain enthusiasm without practice Reading is a skill improved by practice just as homerun hitting is. It's doubtful that Hank Aaron would have broken Babe Ruth's home-run record without batting practice.

Reading Batting Practice

What about batting practice in reading? We teach students all about diphthongs and schwas and then send them on to math. We encourage them to do extra reading at home, but don't often give them the chance to practice at school.

Here enters a ray of sunshine, and it is one of the most outrageously simple ideas to come along in a long time. The technique was originally give the acronym USSR for Uninterrupted Sustained Silent Reading - later shortened to SSR.

As a reading specialist, I have implemented very successful school-wide SSR type programs. And I know the technique is being used well by schools around the country.

Maryland reading consultant Richard M. Petre describes SSR's four basic steps in the following way:

> "Administration and faculty should schedule a daily 35 minute reading break for the total school.
>
> Teachers should select their own material to read during the reading break to serve as models for their students.
>
> Administrators and teachers must read during the break.
>
> A faculty-student reading committee should be appointed to select a variety of paperbacks to be placed throughout the school, conduct a monthly promotional idea and evaluate the ongoing progress of the reading environment." (*Journal of Reading*, Dec., 1971.)

2

SSR Makes Reading Contagious

This program can make reading contagious. Everywhere you look students and staff are reading and sharing books. Children quickly discover that reading provide familiarity with an amazing variety of people, places and things.

Good, indifferent and poor learners all read together; there is no delineation of ability levels. With any luck, the students "catch" reading.

At the same time reading is *practiced.* Every day each student practices the basic skills learned during "the other reading time."

SSR gives the students a reason for using their reading skills and a time for practicing them — during school.

Ashley Bishop teachers at the Indiana University School of Education in Bloomington, Indiana, and has been a first-grade teacher, a team leader and a reading specialist.

PRACTICE

READING INTEREST

BY

BONNIE BURCH

Children's interest in reading can be heightened, but it takes a creative teacher to keep this interest at its height. A teacher working with a retarded person has to be particularly adopt at this. Some ways of stimulating and maintaining interest in reading follow:

USE OF PUPPETS

Miniature puppets can be made from peanut shells and placed on the index finger. Simply paint eyes on the shell. Paper cups and old socks also make good but inexpensive puppets.

Use puppets in forecasting the weather. The pupil, through the puppet, reads the weather report.

Have the puppet describe a book which he has read and enjoyed. The puppet reads the description from the written pages. After he has read the description, he hands it to another member of the group and asks him to read it while the original puppet pretends that he is the teacher.

Puppets like to read interesting materials that are pertinent. They enjoy reading "T'was the Night before Christmas" during the holiday season.

Puppets enjoy reading in a group. Choral reading enables the reluctant reader to speak up. He is much more likely to risk making a mistake in a group than he would if he were reading alone.

When puppets on a string are used, a stage is a necessity. Construct a stage quickly. Simply turn a table upside down and another on its side with its top next to the two back legs on the table upside down creating the back wall of the stage. Cover them with an old sheet and the puppets perform on the improvised stage.

USE OF A TELEVISION SET

Make a television set out of an old box. Simulate a TV screen by cutting out the back of the box. Put knobs on the front of the set and let the announcer work from the back side. The newscaster can foretell the weather and give an account of what is happening throughout the school and community. Of course, a good announcer needs notes if he is going to be accurate in his presentations.

USE OF COLOR

Use color codes to teach word families. For example, if the family "at" is being taught, each time that "at" is used, make it the same color. Use another color for the first letter. In this way, the child has a clue that will aid him in attacking the new words. At the same time, it will call the pupil's attention to the beginning sound as well as to the ending of the word.

USE OF LAMINATED MATERIALS

Write an incomplete short story on a card. Have the card laminated. Develop a series of these, each one becoming progressively more difficult. The pupil reads and completes the story on the card, using a plastic crayon. The card can be erased by wiping with a cloth.

USE OF FLASH CARDS

Make two sets of flash cards. On one card, write the first part of a compound word. On the second set, draw the picture of the second part of the compound word. The child matches the word with the picture.

While not all of these activities would be used on each pupil, they have been used successfully with reluctant readers to develop and maintain an interest in reading.

BONNIE BURCH teaches for the Indian River County Schools in Vero Beach, Florida.

LEARNING CAN BE FUN

BY

NORMA BEAVERS

It is not likely that a child who is expected to do work sheets or work from a workbook in every class, every day of the week will become an enthusiastic learner. In my classroom, rather than insisting on boring seatwork, we modify our activities by using materials gleaned from various sources.

The egg carton is a very versatile raw material. It can be made into totem poles, animals, caterpillars, roses, tulips, Christmas wreaths, robots, and even people. One egg division makes a good nose for a clown mask. A complete carton also teaches the concepts of dozen and half dozen.

My latest use for the intact egg carton is as a game for two or three children. In each division put a color, a number, a letter, a number combination, or a word for a drill. You can use a felt marker or tape in a paper label. One marble is placed in the carton; the lid is closed; the box shaken, then opened and the child who is the shaker tells where the marble landed. Of course, the children take turns.

Simple drawings placed on the chalkboard can promote learning and are stimulating. Here are some useful activities:

1. The teacher draws a burning house with a victim in the upstairs window. The pupils are firemen climbing up the ladder to the rescue. The rungs have words, arithmetic combinations, or whatever you desire to teach.

2. Another game is called "Climb the Mountain." The teacher places consonant blends or diphthongs on the "rocks" which must be climbed.

3. The teacher draws stars on the board. The object is to climb a ladder to the stars. When each student does this, he gets his name on a star.

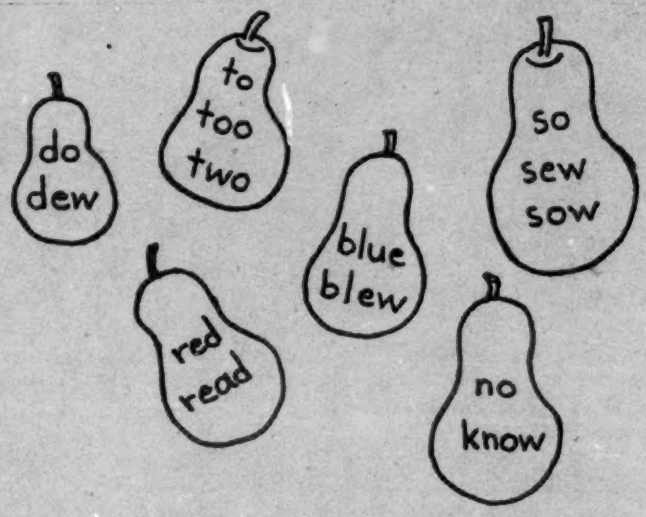
4. The students may want to take a jet trip to the moon. The teacher uses appropriate study words as objects to be overcome and each successful student plants a flag on the moon.

5. The Teacher writes drill words on the chalkboard. A child is given a pointer. He closes his eyes and moves the pointer over the words on the board as the rest of the class chants:

TICK, TACK, TOE
AROUND AND AROUND JOHNNY GOES,
AND WHERE HE STOPS, NOBODY KNOWS!

At this point, Johnny opens his eyes and tells the word that the pointer indicates. Individualized teaching may consist of Johnny's working alone with the teacher.

Homonyms can be very confusing to a retarded child, but they are more understandable when I use the "Pear-pair Tree." I draw the outline of a tree on butcher paper and hang it on a wall. After discussing them with the class, I list homonyms on the board. I then distribute yellow and green pear shapes for the children to cut out. Each child chooses a pair of homonyms to write on his pear. Then we fill up our tree with pears (pairs)!



Contractions may be difficult for the student to understand. Paper dachshunds can help. I draw several dachshunds, which can be cut out, if desired, and then print the long words on the dogs. Then I fold the dog with a pleat that hides the letters that are omitted in the contracted form. For example: in "do not" the pleat deletes one "o" and the child sees only "don't". I explain that some dogs lose more than one letter to get shorter. For example, "don't" loses one letter, "I will" loses two, and "I would" loses four letters.

Some children in my class do not know their colors. We talk about the colors of their clothes, hair and eyes. The children learn through rote and constant repetitions of descriptive phrases like:

white as snow	green as grass
red as an apple	yellow as a banana
blue as the sky	brown as a nut

We also find different colors in the room. The children bring me a crayon of a certain color when I ask for it. However, to Jerry, one of my pupils, everything is blue or black. To help him, we flash colored sheets of paper and use vegetables and fruits for color identification.

A very useful color game is called "Playing Mailman." I make large houses of different colors for the bulletin board. For each house, there is a different letter of the same color. The child picked to be the mailman has to deliver his letter to the house of the same color and name the color. Later, we give the houses and their corresponding letters matching numbers. In this way, playing mailman can be used to teach two concepts simultaneously. Progress seems to have been made in teaching colors, although a purple tree may still show up in art.

NORMA BEAVERS teaches at Lincoln School in San Bernadina, California